



## North Augusta Middle

725 Old Edgefield Rd

North Augusta, SC 29841

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	632 Students	
<b>Principal</b>	Barry N Head	803-442-6200
<b>Superintendent</b>	Dr. Elizabeth Everitt	803-641-2428
<b>Board Chair</b>	Dr. Christine Sanders	803-663-1703

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>Below Average</b>
2007	Average	At-Risk
2006	Good	Below Average
2005	Good	Below Average
2004	Good	Good

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

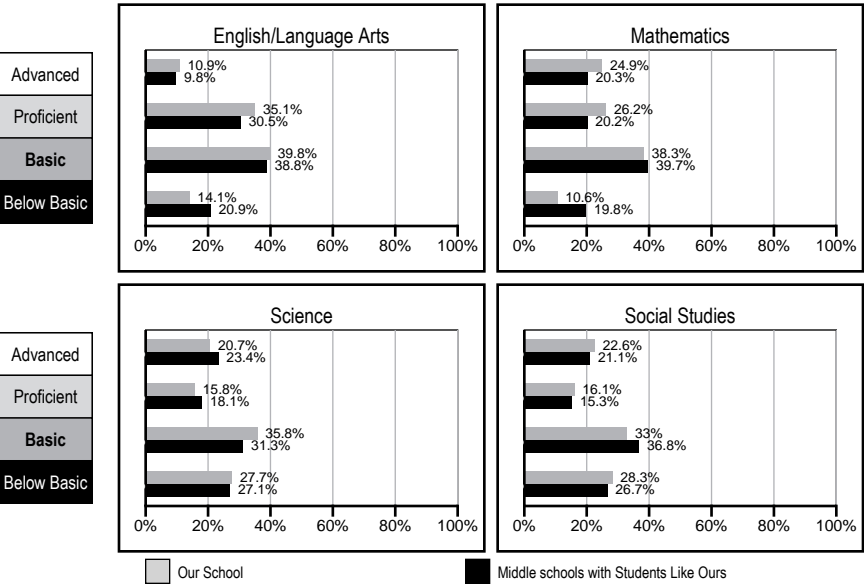
95.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	5	29	3	2

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	100.0	97.1
English 1	98.8	93.2
Physical Science	0	44.6
All Subjects	99.4	97.0

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=632)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	21.7%	Down from 22.9%	29.9%	19.4%
Retention rate	0.6%	Down from 1.6%	1.7%	1.8%
Attendance rate	96.3%	Up from 95.7%	96.3%	95.8%
Eligible for gifted and talented	26.3%	Up from 26.1%	26.0%	15.3%
With disabilities other than speech	6.2%	Up from 5.4%	11.1%	12.9%
Older than usual for grade	3.0%	Up from 2.5%	1.6%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.9%	Up from 0.7%	0.9%	0.7%
Annual dropout rate	0.2%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=40)</b>				
Teachers with advanced degrees	37.5%	Up from 33.3%	61.8%	55.0%
Continuing contract teachers	70.0%	Down from 74.4%	75.0%	70.6%
Teachers with emergency or provisional certificates	8.3%	Up from 3.0%	3.7%	5.4%
Teachers returning from previous year	85.3%	Down from 91.6%	84.4%	83.4%
Teacher attendance rate	94.7%	No Change	95.3%	94.9%
Average teacher salary	\$46,519	Up 9.5%	\$46,519	\$44,706
Professional development days/teacher	8.9 days	Up from 8.4 days	11.6 days	11.8 days
<b>School</b>				
Principal's years at school	10.0	Up from 9.0	4.0	3.0
Student-teacher ratio in core subjects	19.3 to 1	Down from 24.1 to 1	21.6 to 1	20.1 to 1
Prime instructional time	89.3%	Up from 88.9%	90.2%	89.3%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	94.5%	Up from 81.0%	98.3%	98.0%
Character development program	Good	Up from Average	Good	Good
Dollars spent per pupil*	\$4,944	Down 0.4%	\$6,432	\$7,097
Percent of expenditures for instruction*	68.5%	Up from 67.9%	66.8%	64.4%
Percent of expenditures for teacher salaries*	65.1%	Up from 63.7%	63.3%	59.4%

\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

North Augusta Middle School had a very successful year. Our Synergistic Lab opened in April. This state of the art, 17 module, computer lab provides hands on learning and a level of student engagement not previously possible. Students solve problems, design products, and compute/enter data to run programs just as they would in the “real world” of work. The lab was made possible through an initiative developed by Public Education Partners. The lab was funded by PEP, local businesses and individuals, and the Aiken County School District. Students will work in the lab under the guidance of our certified proctor, Mrs. Pat Randall, and their science or math teachers.

We are also very proud of our Performing Arts Department at NAMS. Under the direction of Ms. Terry Jenkins, our band received the S.C. Band Directors Association Outstanding Performance Award during state competition this spring. The NAMS Drama Department, under the direction of Mrs. Emily Hobbs, performed the play, “Fussin and a Feudin” to rave reviews from all who attended. This was our first full production play and everyone involved did an excellent job!

NAMS continues to make strides on PACT, scoring at or near the top in the district in many of the areas tested. In addition, NAMS continues to lead the district in our performance on state end of course examinations in Algebra I and English I. I am very proud to be a part of the NAMS community. I thank all of our faculty and staff, parent volunteers and other community members who helped make this another great year.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	191	104
Percent satisfied with learning environment	86.1%	64.4%	83.5%
Percent satisfied with social and physical environment	72.2%	70.7%	75.5%
Percent satisfied with school-home relations	91.7%	79.5%	78.4%

\* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

YES

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
		Our District	State
Classes in low poverty schools not taught by highly qualified teachers		0.4%	1.8%
Classes in high poverty schools not taught by highly qualified teachers		1.0%	6.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.6%	0.0%	No
Student attendance rate	96.3%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	633	99.8	15.5	41.1	35.6	7.8	58.9	49.8	48.2	Yes	Yes
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## Gender

Male	321	99.7	19.7	40.8	33.4	6	53.8	43.8	41.7	N/A	N/A
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Female	312	100	11.3	41.3	37.7	9.7	64	56.3	55	N/A	N/A
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## Racial/Ethnic Group

White	382	100	12	34.8	42.1	11.1	69.8	59.8	60	Yes	Yes
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African American	213	99.5	21.6	49	26.8	2.6	42.8	33.8	31.7	Yes	Yes
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Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	75	70.4	I/S	I/S
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Hispanic	32	100	22.6	64.5	12.9	0	32.3	39.7	38.4	I/S	I/S
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	75	47	I/S	I/S
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## Disability Status

Disabled	38	100	77.4	19.4	3.2	0	12.9	15.2	16	I/S	I/S
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## Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
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## English Proficiency

Limited English Proficient	32	100	25.8	58.1	16.1	0	32.3	43	36.9	I/S	I/S
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## Socio-Economic Status

Subsided meals	241	100	24	49.8	24.4	1.8	39.8	35.8	34	Yes	Yes
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## Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	633	100	11.7	42	25.2	21.2	58.7	46.9	45.8	Yes	Yes
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## Gender

Male	321	100	9.3	39.7	26.7	24.3	64.3	47.9	45.6	N/A	N/A
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Female	312	100	14	44.3	23.7	18	53	45.7	45.9	N/A	N/A
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## Racial/Ethnic Group

White	382	100	8.4	35.3	28	28.3	69.3	57.2	59	Yes	Yes
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African American	213	100	17.9	51.8	21	9.2	41.5	29.7	26.9	Yes	Yes
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Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	78.3	71.3	I/S	I/S
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Hispanic	32	100	12.9	58.1	19.4	9.7	35.5	40.1	38.1	I/S	I/S
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	62.5	46.2	I/S	I/S
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## Disability Status

Disabled	38	100	64.5	25.8	6.5	3.2	16.1	15.8	17.1	I/S	I/S
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## Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
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## English Proficiency

Limited English Proficient	32	100	12.9	61.3	19.4	6.5	32.3	42.9	38.7	I/S	I/S
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## Socio-Economic Status

Subsided meals	241	100	18.1	50.7	19.5	11.8	41.6	32.8	31.4	Yes	Yes
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\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	429	100	27.7	35.8	15.8	20.7	36.5	34.1	35.7	96.3	95.9
Gender											
Male	220	100	24	32.4	17.2	26.5	43.6	36.6	37.4	96.1	95.8
Female	209	100	31.3	39.3	14.4	14.9	29.4	31.3	33.8	96.4	96.1
Racial/Ethnic Group											
White	253	100	19.2	34.7	20.8	25.3	46.1	45.2	49.2	96	95.9
African American	150	100	40.7	37.8	8.1	13.3	21.5	16.4	17	96.7	95.9
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	55.9	58	98.3	97.6
Hispanic	23	100	40.9	40.9	9.1	9.1	18.2	24	24.9	96.4	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.8	37.4	98.3	95.8
Disability Status											
Disabled	26	100	77.3	13.6	0	9.1	9.1	12.8	14	94.9	94.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.5
English Proficiency											
Limited English Proficient	22	100	42.9	42.9	9.5	4.8	14.3	28	24.4	96.5	96.5
Socio-Economic Status											
Subsided meals	160	100	43.2	35.6	8.9	12.3	21.2	20.4	21.1	95.7	95.2

Social Studies

All Students	426	100	28.3	33	16.1	22.6	38.7	30.3	34	96.3	95.9
Gender											
Male	213	100	21.5	33	18.5	27	45.5	33.8	36.6	96.1	95.8
Female	213	100	35	33	13.8	18.2	32	26.5	31.3	96.4	96.1
Racial/Ethnic Group											
White	258	100	17.7	36.1	18.5	27.7	46.2	38.6	44.5	96	95.9
African American	142	100	46.5	27.1	13.2	13.2	26.4	17	19.1	96.7	95.9
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	56.1	58.9	98.3	97.6
Hispanic	23	100	45.5	31.8	4.5	18.2	22.7	20.3	27.5	96.4	96.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	53.3	32.7	98.3	95.8
Disability Status											
Disabled	27	100	87	4.3	4.3	4.3	8.7	10.7	14.4	94.9	94.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.5
English Proficiency											
Limited English Proficient	24	100	43.5	34.8	4.3	17.4	21.7	23.9	27.3	96.5	96.5
Socio-Economic Status											
Subsided meals	168	100	45.5	29.9	6.5	18.2	24.7	18.6	21	95.7	95.2

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	248	100	20.8	40.3	27.7	11.3	39
	7	214	99.5	19	47.5	28.5	5	33.5
	8	219	99.5	19.5	45.4	27.3	7.8	35.1
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	206	99.5	13.1	38.2	37.7	11.1	48.7
	7	223	100	14.4	41.8	39.4	4.3	43.8
	8	204	100	19.3	43.2	29.2	8.3	37.5
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	248	100	14.7	40.3	29	16	45
	7	214	99.5	14.5	44	19	22.5	41.5
	8	219	99.5	21.5	46.3	18.5	13.7	32.2
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	206	100	7	26.5	32	34.5	66.5
	7	223	100	11.1	46.6	24	18.3	42.3
	8	204	100	17.2	53.1	19.3	10.4	29.7
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	125	100	27.1	33.9	15.3	23.7	39
	7	214	99.5	26.5	31.5	20.5	21.5	42
	8	109	99.1	23.8	33.7	20.8	21.8	42.6
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	104	100	27	27	19	27	46
	7	223	100	26	36.1	14.9	23.1	38
	8	102	100	32	44.3	14.4	9.3	23.7
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	122	98.4	21.8	44.5	22.7	10.9	33.6
	7	214	99.5	41	35.5	9.5	14	23.5
	8	110	98.2	36.3	54.9	5.9	2.9	8.8
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	102	100	10	19	20	51	71
	7	223	100	44.2	32.2	8.2	15.4	23.6
	8	101	100	12.6	49.5	29.5	8.4	37.9

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample